



Little Cherries Learning and Play Policy

We believe learning is the process by which an individual child makes sense of new experiences. Learning takes place when the child constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through active participation and therefore we believe that it is important to promote learning opportunities that allow the child to explore and investigate through play. We value play based learning that incorporates a balance of child and adult initiated play.

We recognise that children learn and develop in different ways and at different rates. We also value all areas of learning and development equally and understand that they are inter-connected.

The Early Years Foundation Stage (EYFS) consists of seven areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We give children the opportunity to be creative throughout all areas of learning, where they can access resources freely and are allowed to move resources to extend their play into other areas.

It is important to us that all children in the setting are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. At the same time, we provide children with choices to help them develop this important life skill. We allow children to take appropriate risks, where we support them to recognise and avoid hazards.

We recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families. Recognising that parents are the child's first and main educators, we value the contribution that parents make.

We aim to meet the needs of all our children through:

- Planning opportunities that build upon and extend children's current knowledge, experience and interests. (plan-do-review)
- Providing environments that encourage imagination and a sense of adventure, where they can discover new things about themselves and their world.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively
- Providing a safe and supportive learning environment in which the contribution of all children is valued
- Using age-appropriate resources which reflect diversity and are free from discrimination and stereotyping
- Monitoring children's progress and taking action to provide support as necessary
- Promoting reflection on, and sharing of, good practice

- Providing play which is equally as rich outdoors as it is indoors; outdoors provision can be larger, noisier and messier.
- Providing resources for open-ended play which are freely accessible for independent learning within a 'managed' environment.
- Focusing on the processes of learning, not end products.
- Planning for continuous, enhanced and focused provision.
- An all-weather setting where children access the outdoors every day.
- Rules and responsibilities which are part of making the play environment safe for all users.

We believe children learn best when:

- The environment is secure, stable and stimulating.
- The learning builds on prior knowledge and understanding.
- The learning is active and collaborative.
- Children's questioning, reflection, and discussion are encouraged.
- Independent learning and thinking is facilitated and encouraged.
- There are opportunities for creativity and utilising different learning styles.
- Children have opportunities to transfer skills, knowledge and understanding to other contexts.
- They can take risks, make mistakes and try things out without fear of failure.

Observation, Assessment and Planning

Our planning is based around the individual children's needs and interests. These plans are used and implemented by all staff / key worker who develop a good understanding of the child. Assessment within the guidelines of the EYFS takes the form of observation. These observations are noted to contribute to future planning, assessment and the child's individual development record. They may also contain information provided by parents and other settings etc. A regular assessment of children's learning ensures that future planning reflects children's identified needs.

This policy was adopted at a meeting of Little Cherries

Held on: 22nd January 2018

Date to be reviewed: January 2020

Signed on behalf of the Management Committee

Jennie Peacock

Signed Date

Chairperson